



# Annual review report

Bordesley Green Girls School and Sixth Form

Accreditation number: CEN-18-01311

Accreditation valid from: 24/11/2017

Assessment conducted by: Sue Long



## Summary of Annual Review

The 12 month review of Bordesley Green Girls School and Sixth Form was held on 21/1/2019, this comprised a meeting with members of the SLT, to review their action plan since the school's assessment in November/December 2017. Those attending included Matthew Clements – Wheeler, Director of Support Services/Daily Deputy Head, Dean Carson, Assistant HT, Sarah Voutsinou, Seconded Assistant Head, and the IIP Contact Amanda Potter. This was an Amnesty Review, as the school was previously a Gold accredited organisation, with the Gen5 IIP Standard, and the 2017 assessment identified some gaps against the revised Gen 6 Standard, which led to Silver level award. This review considered the actions and progress since the 2017 assessment, in order to judge if sufficient evidence would now lead to a confirmed Gold award status for the school. It should be noted that the previous assessment identified 6 out of 9 Indicators at Advanced (Gold) level and therefore raising at least one more Indicator to Advanced level would be sufficient for Gold award to be retained.

In addition to the face to face meeting with SLT members, a copy of the Ofsted action plan was provided.

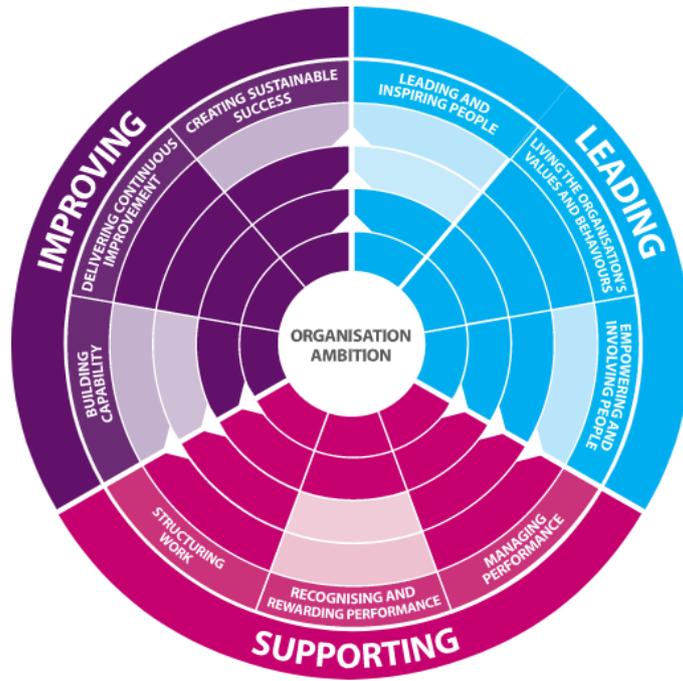
The review discussion has demonstrated a clear commitment by the SLT to address and action improvements identified in the report, and much has already been achieved, whilst responding to the Ofsted requirements, to improve consistency of leadership, transparency and increased levels of staff consultation. Reward and recognition has chiefly been addressed through increased opportunities for progression, cpd, but also a greater focus on staff wellbeing. The most significant improvements are in the clarity behind staff progression, role development, development and evaluation, as well as a strong focus on deployment and resourcing.

Much of the activity around improving leadership consistency is planned or in early stages of implementation, and it is too early to identify the impact which would raise the assessment results for Indicators 1 and 5 from their current Established, but it is clear that the school has now achieved Advanced level accreditation across all 3 themes of Indicator 7, and therefore is accredited with a Gold award for the remainder of your current accreditation.



## Previous Assessment Results and Recommendations

In November 2017, the school achieved the accreditation shown in the heat map and Assessment Outcome table shown below.



## Assessment outcome table

Bordesley Green Girls' School final outcome against 27 themes		Developed	Established	Advanced	High Performing
Note: Lowest theme level dictates final indicator outcome					
1. Leading and inspiring people	Creating transparency and trust				
	Motivating people to deliver the organisation's objectives				
	Developing leadership capability				
2. Living the organisation's values and behaviours	Operating in line with the values				
	Adopting the values				
	Living the values				
3. Empowering and involving people	Empowering people				
	Participating and collaborating				
	Making decisions				
4. Managing performance	Setting objectives				
	Encouraging high performance				
	Measuring and assessing performance				
5. Recognising and rewarding high performance	Designing an approach to recognition and reward				
	Adopting a culture of recognition				
	Recognising and rewarding people				
6. Structuring work	Designing roles				
	Creating autonomy in roles				
	Enabling collaborative working				
7. Building capability	Understanding people's potential				
	Supporting learning and development				
	Deploying the right people at the right time				
8. Delivering continuous improvement	Improving through internal and external sources				
	Creating a culture of continuous improvements				
	Encouraging innovation				
9. Creating sustainable success	Focusing on the future				
	Embracing change				
	Understanding the external context				

The key recommendations made as a result of this assessment were:

- Encourage all members of the school community to appropriately challenge behaviours they feel are not in line with BGGs' values and ethos.
- Ensure that the approach to performance review is consistent across the organisation. To ensure that all staff receive regular timely feedback; all staff get the support they need to achieve their objectives; and all staff have conversations to establish their aspirations, consider putting measures in place to guarantee 100% compliance.

- Ensure there is consistency of approach across all levels of the leadership hierarchy. Evidence suggests that whilst many perceptions are excellent, there is inconsistency both within and beyond the SLT.
- Give greater focus to the 'Nine Behaviours of Leadership'. Ensure descriptors are explicit enough to guide the right behaviours with regard to people management.
- Re-consider how you get feedback on leadership capability & whether your current 360° process ensures sufficient confidentiality and therefore full engagement with the process.
- When change occurs, ensure that consultation time periods are appropriate.
- Improve people's understanding of BGGs' actual strategy for recognition and reward and ensure they fully understand the constraints the school faces.
  - Consider how reward and recognition could be linked to innovation and continuous improvement generally. This will drive better analysis of actual outcomes; enable better celebration of outcomes; potentially drive more and better innovation; and generally strengthen the culture of continuous improvement.
  - Consider involving staff in the ongoing evolution of your approach to reward and recognition. This will improve understanding whilst enabling you to develop a strategy that fully addresses people's motivations.
- Ensure transparency when selecting people for new roles or for development opportunities. Be clear about the selection criteria and raise staff's awareness of how roles are adapted to play to people's strengths whilst also addressing their aspirations.
- More rigorously collate and evaluate people data to better understand how you are performing as an employer. This will enable you to gain a clearer perspective and improve your ability to adapt and develop strategies accordingly.

## Context of Annual Review

Since their 2017 assessment, the school has undergone a number of challenges, including some major safeguarding issues which were external to the school and dealt with effectively by staff and Governors. They also underwent an Ofsted report which led to Requires Improvement status (The school was previously Outstanding and achieved Teaching School status). A major emphasis in this report related to pupil behaviours and the ways in which the school was managing this, along with consistency in teaching, learning and assessment and the need for improved information to the Governors to enable them to hold the school leaders to account. Pupil progress and outcomes have remained good, and pupil attendance recorded in December was 96%. The additional funding which the school would have received as a Teaching School is no longer available. The Head Teacher is currently on sick leave, with an acting head, Pritpal Hyare, in place.

Against this challenging background, the new SLT, led by Mrs Hyare, has focussed on developing and implementing an Ofsted action plan, which has already addressed key issues, including a new behaviour policy, written in consultation with staff and students. It should also be noted that whilst staff morale is undoubtedly impacted by the Ofsted report, the school continues to deliver good pupil results, no staff left at the end of the last term, and there is a strong impetus to move forward with better policies and processes, and improved sharing of information at staff and Governor level.

## Progress Against Action Plan

### **Consistency of leadership quality, upward feedback, transparency, consultation and staff ability to challenge behaviours.**

The urgent need to address the pupil behaviour management has leveraged a number of improvements, including more regular SLT meetings (Monday and Thursday mornings) to keep closer to issues, and the rewriting of spans of control and some job descriptions. Under consideration is a drop in session for staff to raise matters with the Acting Head.

Staff feel that they have benefitted from some recent pupil behaviour training – addressed to pupils, but helping to focus on giving more positive feedback. There are now clearer links between leadership and Departments, which have improved lines of communication in order to escalate concerns and challenges. The Acting Head is booked to attend further training on “Difficult Conversations” and Return to work interviews which will be cascaded to more leaders.

The Leadership team is working on a new vision for the school - a longer term strategy, which will include a number of staff consultations over the next 12 – 18 months.

Heads of Key Stages now meet regularly and all Pastoral managers, in order to improve consistency both in managing pupil behaviour, but also in supporting pastoral staff. There is clearer alignment of objectives down from the Acting Head, to the leadership team, and then in cascade to staff.

To improve consistency of performance management and objective setting, the acting Head reviewed everyone's objectives in October 2018 to check they were appropriate and SMART, and intends to repeat the exercise this year, with feedback to line managers where improvements are required.

Clearer processes and a focus of adherence to policies/processes is also supporting consistency. E.g. Staff requests for leave of absence – dealt with fairly.

The School subscribes to Leadership Matters and has accessed some training. They could use the templates for staff surveys, and are about to survey staff on the new Behaviours Policy.

The Ofsted report noted the following:

*The newly formed leadership team is a cohesive group who share a common understanding of what the school is trying to achieve.*

*Leaders actively seek the views of the school community and staff on their work. They analyse these carefully to see trends in stakeholders' views about the school. These surveys show a high overall positive view of the school's work.*

### **Transparency and clarity over staff progression and development into new roles, more informed succession planning to support critical roles. Evaluation of learning investment and how it supports progression.**

The previous lack of transparency regarding recruitment and progression has been addressed and has improved. For example, the acting Head appointment was carried out with clarity and with a recruitment process which invited all 4 Deputies to apply. A number of staff have been seconded to the leadership team, and some roles are being supported with NPQSL/NPQLM training. In response to Ofsted, a SEN strategic role has also been seconded to the leadership

team. These moves have in turn led to back fill secondments which are enabling more people to develop leadership skills.

Where progression is not available, staff are being offered opportunities of CPD. There are opportunities for teaching staff to achieve accelerated progression. 2 support staff are currently transitioning to teaching roles via employment based teacher training. 99% of teaching staff have achieved pay progression in the last year. It was estimated that in the past year, role progression had been achieved by 19 teaching staff and 8 support staff.

There is also more opportunities for training such as L2 First Aid at work, which has been well received by staff.

There are now fortnightly Finance and Admin/HR meetings to review workforce deployment, and align future strategies with the financial deficit. Gaps are identified and addressed. For example, SEN co-ordination - currently with one staff member on SENCO qualification training.

Inductions have been improved with more staggered learning over the first term, and use of feedback which is already providing suggestions for further improvements to the process. The acting Head is also in the process of holding 121s with all new staff who joined in September 2018, to obtain their feedback, observations and suggestions while they still have “a fresh pair of eyes”.

Evaluation of the staff training day and the Behaviour Management workshops has been collected and collated.

The Governing board has introduced a new HR committee to overview people strategy, including recruitment and progression, and is also driving the use of HR analytics to support improvement.

The Ofsted report noted:

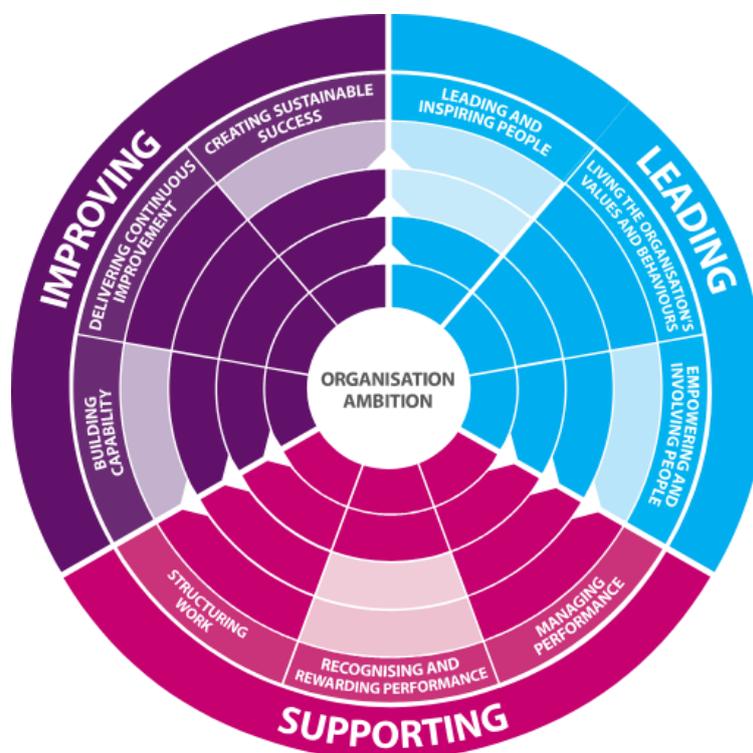
*New leaders for SEN and/or disabilities have completed a recent audit. They have accurately identified staff development needs, one of which is to be able to identify pupils' needs more accurately. The acting special educational needs coordinator has also accurately identified the need to refine and expand the range of interventions on hand to improve the progress of pupils who have SEN and/or disabilities.*

### **Reward and Recognition**

In addition to showing recognition and value through progression, cpd and (in a few cases) retention strategies, the school is now focussing on wellbeing, with drop in sessions for staff.

## New Assessment Heat map

Following this Amnesty review, the school is meeting the revised Standard at Gold award level, as shown below:



## Key Areas for Focus / 12 month plan

In addition to the continued focus and implementation of Ofsted requirements, the SLT will focus on the following areas for improvements within their IIP strategy, and these would be reviewed for effectiveness during the 24 month review. We agreed that this next review should include some focus group feedback from non-management employees.

- Staff consultation, including use of working groups with representation across the school. This will help to address the longer term strategy, reward/recognition, staff wellbeing etc.
- Effective and consistent leadership and management, driving improved support and motivation of staff. Making use of the values to “give people permission” to challenge, where inconsistencies exist. Possible use of upward feedback/surveys.
- Broader awareness of staff of the policies, code of conduct, and processes which need to be followed.
- Further work on resourcing/deployment, recognising where potential risks lie with regard to key roles
- Progress of staff wellbeing work and staff work life balance
- More clarity around reward and recognition strategy, and the criteria required for recognition.

## Date of Next Intervention

<b>Bordesley Green Girls School and Sixth Form Accreditation date</b>	<b>Bordesley Green Girls School and Sixth Form 24-Month Review</b>	<b>Bordesley Green Girls School and Sixth Form Accreditation Expiry</b>
24/11/2017	24/11/2019	24/11/2020

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